

REPORT OF FINDINGS

SCHOOL DISTRICT
ONSITE VISIT DATE: _____

Federal Compliance Requirements

U.S. Department of Education regulations implementing:

- Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100 → race, color, national origin discrimination
- Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106 → sex discrimination
- Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104 → disability discrimination
- Career and Technical Education (CTE) Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100 Appendix B

U.S. Department of Justice regulations implementing:

- Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35 → disability discrimination regardless whether public entities receive federal financial assistance or not.

For more information on the checklist or on-site civil rights reviews, contact:

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Notes regarding the school district

Notes regarding the onsite civil rights review

A. ADMINISTRATIVE

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation	Yes	No	Status																																	
<p>Districts and schools need to have certain basic requirements in place to comply with the OCR Guidelines, Title VI, Title IX, Section 504 and Title II. These basic procedures include an annual public notice, continuous notification, designation of a person(s) to coordinate activities under Title IX, Section 504, and Title II and a grievance procedure that will allow students (and parents at the elementary and secondary level) an avenue for dealing with alleged discrimination. To verify this, it will be necessary to review many documents and to interview administrators, Title IX and Section 504 coordinators, faculty and students.</p> <p>Suggested persons to interview: superintendent, principal(s), Title IX and Section 504 coordinators, Special Education director, certified and non-certified staff, and students.</p>																																						
<h3>A.1. Continuous Nondiscrimination Notice</h3>																																						
<p>A district/school must take continuing steps to notify participants, beneficiaries, applicants, elementary and secondary school parents, employees (including those with impaired vision or hearing), and unions or professional organizations holding collective bargaining or professional agreements with the district/school that it does not discriminate on the basis of race, color, national origin, sex, or disability.</p> <p><u>Title IX: 34 CFR 106.9</u> <u>Section 504: 34 CFR 104.8</u></p>	<p>A variety of district/school publications notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability.</p>	<p>Is nondiscrimination notice found in the following publications:</p> <table border="1"> <tr><td>Brochures on programs, activities?</td><td></td><td></td></tr> <tr><td>Student application?</td><td></td><td></td></tr> <tr><td>Job application?</td><td></td><td></td></tr> <tr><td>Catalog?</td><td></td><td></td></tr> <tr><td>Student handbook?</td><td></td><td></td></tr> <tr><td>Staff handbook?</td><td></td><td></td></tr> <tr><td>Job announcements?</td><td></td><td></td></tr> <tr><td>Posters advertising various programs?</td><td></td><td></td></tr> <tr><td>Recruitment materials?</td><td></td><td></td></tr> <tr><td>Website?</td><td></td><td></td></tr> <tr><td>School newspaper?</td><td></td><td></td></tr> </table>	Brochures on programs, activities?			Student application?			Job application?			Catalog?			Student handbook?			Staff handbook?			Job announcements?			Posters advertising various programs?			Recruitment materials?			Website?			School newspaper?					<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined
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Recruitment materials?																																						
Website?																																						
School newspaper?																																						
<div>Comments</div>																																						

A.2. Persons Responsible For Coordinating Title IX and Section 504

<p>(a) Each district/school shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504, Title II, and Title IX.</p> <p>(b) The district/school must notify students and employees of the name, office address, and phone number of the designated employee(s). <u>Title IX: 34 CFR 106.8</u> <u>Section 504: 34 CFR 104.7(a)</u></p>	<p>District/school has assigned a person(s) to coordinate Section 504, Title II, and Title IX activities. This (these) person(s) must be aware of their duties and responsibilities and have the training necessary to carry out their responsibilities.</p> <p>District/school lists coordinators of Section 504, Title II, and Title IX with their name/title, address, and phone number in the notice of nondiscrimination.</p>	Catalogs			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined
		Handbooks			
		Job descriptions			
		Website			
		Interviews with Section 504, Title II, and Title IX coordinators			
		Interview students, particularly nontraditional and disabled			
		Interview faculty and administrators			
Comments					

A.3. Annual Public Notification

<p>(a) Prior to the beginning of each school year, districts and schools must advise students, parents, employees and general public that all CTE opportunities will be offered regardless of race, color, national origin, sex or disability.</p> <p>(b) The notice must include a brief summary of program offerings and admission criteria and the name, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504. <u>Title IX: 34 CFR 106.8(b)</u> <u>Section 504: 34 CFR 104.7(a)</u> <u>Title II: 28 CFR 35.107(a)</u> <u>Guidelines IV-O</u></p>	<p>The district/school issues annual public notice of nondiscrimination.</p> <p>The notice also is disseminated in the language of any national origin minority community in the service area.</p> <p>The annual notice lists coordinators of Section 504/ADA and Title IX with their name/title, address, and phone number.</p>	Is the notice in:			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined
		local newspapers?			
		institution newspapers?			
		other publications?			
		Does notice have brief description of program offerings and admission criteria?			
		Do publications with notice reach students, employees, and applicants? Describe how distributed. Ask administrators how this process is handled.			
		Is notice available to the visually impaired? Describe method used. Ask administrators what is done.			
		Does community have national origin minority students with limited English language skills? (Check census data and/or ask administrators, faculty, and students) If yes, is notice available in the language of that national origin minority community?			
How does notice get disseminated to national origin minority community? Ask faculty and administrators about the process.					
Comments					

A.4. Grievance Procedure

(a) A district/school shall adopt and publish a grievance procedure providing for prompt and equitable resolution of student and employee complaints alleging any discrimination based on sex or disability. Section 504: 34 CFR 104.7(b)
Title IX: 34 CFR 106.8(b)
Title II: 28 CFR 35.107(b)

The district/school notifies students and employees that there is a grievance procedure for persons who feel they have been discriminated against based on sex or disability.

The procedure is readily available to students and employees and it is prompt and equitable.

Student handbooks

Employee handbooks

Catalogs

Data on complaints

Interviews with faculty, students, and administrators

Interviews with Section 504/ADA and Title IX coordinators

- ☐ Compliance
☐ Noncompliance
☐ Undetermined

Comments

B. SITE LOCATION AND STUDENT ELIGIBILITY CRITERIA

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation	Yes	No	Status
<p>Vocational Education Guidelines, Sections IV-A – IV-K, establish standards that site selection and criteria for student eligibility cannot have the purpose or effect of discriminating, segregating, or excluding students on the basis of race, color, national origin, sex, or disability.</p> <p>Issues that could result in discrimination or segregation include the selection of sites for CTE facilities, establishing geographic residence requirements, establishing numerical limits on students from sending schools, additions to existing CTE facilities, and any other criteria that have the purpose or effect of disproportionately excluding students of a particular race, national origin, sex, or disability.</p>					
B.1. Student Eligibility					
<p>The district/school may not develop, impose, maintain, approve, or implement student admission eligibility criteria that discriminate on the basis of race, color, national origin, sex or disability.</p> <p><u>Guidelines IV-A</u></p>	<p>Student eligibility criteria for admission to CTE schools, facilities or programs do not discriminate on the basis of race, color, national origin, sex, or disability.</p>	Eligibility and admission criteria for CTE schools			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Eligibility and admission criteria for CTE facilities, campuses			
		Eligibility and admission criteria for CTE programs			
		Comments			

B.2. Site Selection and Modifications					
(a) The district/school may not select or approve a site that has the purpose or effect of excluding, segregating, or otherwise discriminating on the basis of race, color, or national origin. Districts and schools must locate CTE facilities at sites that are readily accessible to both minority and nonminority communities and that do not tend to identify the facility or program as intended for minority or nonminority students. <u>Guidelines IV-B</u>	CTE sites are readily accessible to minority and nonminority communities and their location does not have a segregative effect.	Maps showing location of CTE facilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Enrollment demographics for each facility			
		Demographics of communities surrounding facility			
	Comments				
(b) A district/school may not add to, modify, or renovate the physical plan of a CTE facility in a manner that creates, maintains, or increases segregation on the basis of race, color, national origin, sex, or disability. <u>Guidelines IV-D</u>	After modification, the CTE site is readily accessible to minority and nonminority communities and the modification does not have a segregative effect.	Maps showing location of modified CTE facilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Student demographics before and after facility modifications			
		Demographics of communities surrounding facility			
	Comments				
B.3. Residency					
A district/school may not establish, approve, or maintain geographic boundaries that unlawfully exclude students on the basis of race, color, or national origin. <u>Guidelines IV-C</u>	Attendance zones do not have the effect of excluding students on the basis of race, color, or national origin.	Maps of attendance zones			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Demographics of contiguous service areas to the facility			
		Curriculum offerings at contiguous facilities			
		Job placement rates at contiguous facilities			
	Comments				

C. RECRUITMENT

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status	
		Yes	No		
<p>Recruitment activities and materials should convey the message that all CTE programs are open to all students without regard to race, color, national origin, sex or disability status. Information about career technical education opportunities should be available to all potential students. Promotional materials should avoid stereotyping. Recruitment teams, to the extent possible, should represent persons of different races, national origins, sexes and disabilities.</p>					
C.1. Recruitment Activities					
Districts and schools must conduct their recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or disability. <u>Title IX: 34 CFR 106.23 (a)(b) Guidelines V-C</u>	All potential students have access to information. Efforts are made to reach underrepresented groups.	Recruitment plans			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		List of recruitment activities and sites			
		Description of recruitment activities			
	Comments				
C.2. Recruitment Materials					
Recruitment materials' description of career and occupational opportunities should not be limited on the basis of race, color, national origin, sex, or disability. <u>Guidelines V-C</u>	Descriptions of career opportunities are bias-free and free from stereotyping.	Recruitment brochures and marketing materials			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Course catalog			
	Comments				

C. RECRUITMENT					
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status	
		Yes	No		
C.3. Recruiting Teams					
To the extent possible, recruiting teams should represent persons of different races, national origins, sexes, and disabilities. <u>Guidelines V-C</u>	Where possible, persons of differing races, genders, and disability are used for recruiting purposes. (A failure to do so should not be construed as noncompliance.)	Staff demographics by program			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Recruitment team demographics by program			
	Comments				
C.4. Recruiting - Effective Communication					
Districts and schools must ensure that counselors can effectively communicate with students with limited English proficiency and with students with sensory impairments. <u>Guidelines V-D</u>	The content of materials available to other students and their parents is available to students and parents who speak languages other than English. Formats other than the printed word are available for students with disabilities.	Written plan for the provision of services for ESL individuals			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Written plan for provision of services for hearing impaired individuals			
		Samples of materials in other languages/formats			
Comments					

C. RECRUITMENT					
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status	
		Yes	No		
C.5. Recruiting Promotional Efforts					
Districts and schools may not undertake promotional efforts in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex, or disability. Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration. <u>Guidelines V-E</u>	Materials and/or media presentations show persons of varying races, male and female, persons with disabilities, and different national origins.	Promotional materials, including brochures, flyers, newspaper advertising, catalogs			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Interviews			
	Comments				
C.6. Recruiting Materials – LEP/ESL Services					
If a district/school's service area contains a community with persons of limited English proficiency, information must be available to that community in its language. <u>Guidelines V-E</u>	A process is in place to identify and communicate with language minority communities. Efforts are made to communicate in a commonly understood language.	Verification of limited English proficient community			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Samples of materials in other languages			
	Comments				

D. ADMISSIONS

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status			
			Yes	No				
Admission policies, procedures and criteria may not exclude students from CTE programs on the basis of race, color, national origin, sex or disability. Where admissions criteria exclude a disproportionate number of persons of a particular race, color, national origin or sex or persons with disabilities, the criteria should be validated as essential to success in the program. Preadmission inquiries about marital, parental or disability status should be avoided.								
D.1. Admissions Criteria								
<p>A district/school may not judge candidates for admission to CTE programs on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or disability. If such disproportionate exclusion occurs, the criteria or standards must be validated as essential to participation.</p> <p><u>Guidelines IV-K</u></p>	<p>The demographics of CTE enrollment are similar to the demographics of eligible pool, or the school provides a legitimate nondiscriminatory rationale.</p> <p>The demographics of specific CTE programs are similar to the demographics of entire CTE enrollment, or the school provides a legitimate nondiscriminatory rationale.</p> <p>The admissions procedure, policy, and/or practice for CTE program enrollment avoid criteria that disproportionately exclude persons of a particular race, color, national origin, sex, or disability status.</p> <p>If admissions criteria that disproportionately exclude, it has been validated as essential to participation.</p>	Admissions policy for CTE programs with description of the admissions process			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A			
		Procedures and criteria for selective admissions for career and technical programs (where there are more applicants than can be accommodated)						
		Demographics of rejected applicants by selection criteria						
		Demographics of selected applicants by selection criteria						
	Comments							

D. ADMISSIONS

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation	Yes	No	Status
D.2. Admissions – Employment Opportunities					
<p>A district/school must not deny access to CTE and academic programs or courses to students with a disability on the basis that employment opportunities in any occupation or profession may be more limited for disabled persons than for nondisabled persons.</p> <p><u>Section 504: 34 CFR 104.10</u> <u>Section 504: 34 CFR 104.43(c)</u> <u>Guidelines IV-N</u></p>	<p>The agency does not discourage students with disabilities from participating in programs due to potential workplace discrimination.</p>	Documentation of counseling			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Counseling materials			
		Enrollment data			
		Number of disabled students by program			
		Placement/follow-up data			
		Interviews			

D. ADMISSIONS

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status		
			Yes	No			
D.3. Admissions – LEP Students							
<p>A district/school may not restrict admission to CTE programs because the applicant, as a member of a national origin minority group with limited English language skills, cannot participate in and benefit from CTE to the same extent as students whose primary language is English.</p> <p>An elementary and secondary school is responsible for identifying applicants with limited English language skills and assessing their ability to participate in Career and Technical Education.</p> <p>An elementary and secondary school must take steps to open all CTE programs to national origin minority students with limited English proficiency. <u>Guidelines IV-L</u></p>	<p>The district/school has a procedure in place to identify and assess applicants with limited English proficiency.</p> <p>The LEP enrollment in CTE is proportional to LEP enrollment in the service area.</p> <p>The LEP enrollment in specific CTE programs is proportional to LEP enrollment in CTE overall..</p>	Procedure for LEP identification and placement			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A		
		Summary of steps taken to increase LEP participation in programs where they traditionally have been underrepresented					
		Specific program enrollment demographics by LEP status.					
Comments							

E. STUDENT FINANCIAL ASSISTANCE

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status	
		Yes	No		
<p><u>Colleges</u> are not to limit honors, awards, and scholarships to a group on the basis of race, color, national origin, sex, or disability unless such targeting is done to provide opportunities to members of a group that has not traditionally been represented. Outside agencies that provide awards are to be notified of the college's nondiscrimination policy.</p> <p>A college may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign will, trust, bequests or similar legal instruments or by acts of a foreign government which require that awards go to a student of a particular sex, race, or national origin, or with a particular disability. However, the overall effect of such restricted awards and scholarships must not lead to discrimination in access to total scholarships on the basis of sex, race, national origin, or disability.</p> <p><u>While this is primarily a postsecondary transition issue, secondary schools preparing students for postsecondary experiences can help disadvantaged students understand their rights by being aware of this requirement. Financial aid is often a stumbling block for those historically underrepresented in postsecondary education.</u></p> <p>Interviews with the following persons may clarify compliance with this standard: financial aid director, financial aid counselors, guidance counselors, department chairs, Title IX coordinator, 504/ADA coordinators.</p>					
Financial assistance regarding post secondary opportunities is available to all students regardless of sex, race, color, national origin, or disability. <u>Title VI: 34 CFR 100.3(b)</u> <u>Title IX: 34 CFR 106.37</u> <u>Section 504: 34 CFR 104.46(a)</u> <u>Guidelines VI-B</u>	Appropriate information regarding financial aid for students is made available to students, and high school counselors and staff assist students to understand and use the material.	Personal plans of study			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Interviews with students			
		Interviews with counselors			
	Comments				

F. COUNSELING AND PRE-C.T.E. PROGRAMS

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status								
		Yes	No									
<p>Issues relating to counseling and pre-CTE programs may include steering of students toward particular courses or programs that are “traditional” for the student’s race, color, national origin, English language proficiency, sex, or disability status. Services and materials related to counseling and recruitment must be free of discrimination and stereotyping in language, content, and illustration.</p> <p>Interviews with counselors, teachers, or courses /programs with disproportionate enrollment and students in “nontraditional” courses /programs may clarify compliance.</p> <p>List programs or classes with disproportionate enrollment:</p> <table border="1"> <thead> <tr> <th>Program</th><th>Underrepresented Group</th></tr> </thead> <tbody> <tr> <td>n/a</td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> </tbody> </table>					Program	Underrepresented Group	n/a					
Program	Underrepresented Group											
n/a												
<p>(1) Districts and schools must <u>regularly review counseling materials and activities</u> to ensure that their counseling materials and activities (including student program selection and career/employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability.</p> <p><u>Title IX: 34 CFR 106.21 (a)(b)</u> <u>Title IX: 34 CFR 106.36 (a)</u> <u>Title IX: 34 CFR 106.34</u> <u>Section 504: 34 CFR 104.4 (a), and 104.34 (a) and (c)</u> <u>Section 504: 34 CFR 104.47 (b)</u> <u>Title II: 28 CFR 35.130</u> <u>Guidelines V-A</u></p>	<p>The written guidance plan, policy, and procedures ensure nondiscrimination.</p>	Guidance plan, policy, and procedure			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A							
		Assessment plan with a list of tests administered										
	<p>The written assessment plan ensures nondiscrimination.</p>	Written procedures for evaluation and placement of disabled students										
		Promotional and recruitment materials										
	<p>Is there evidence of a review schedule?</p>	Enrollment demographics										
		Recruitment, admission policies										
		LEP policy										
		Calendar of counseling and pre-CTE activities										
	Comments											

F. COUNSELING AND PRE-C.T.E. PROGRAMS

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status		
		Yes	No			
(2) Counselors must not direct students into programs based on their race, color, national origin, sex, or disability. Districts and schools must ensure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects for success in any career or program, based upon the student's race, color, national origin, sex, or disability. <u>Title IX: 34 CFR 106.34</u> <u>Section 504: 34 CFR 104.47(b) Guidelines V-B</u>	CTE program enrollments by sex, race, national origin, and disability are proportionate to enrollment of these groups in the general student population. Where enrollments are not proportionate, the institution can furnish a legitimate, nondiscriminatory rationale.	Admission criteria		<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A		
		Enrollment forms				
		Enrollment demographics by class/program				
Comments						
(3) Districts and schools may not counsel disabled students toward more restrictive career objectives than nondisabled students with similar abilities and interests. <u>Section 504: 34 CFR 104.37(b) Guidelines V-B</u>	Disabled students have equal access to all programs and classes based on abilities and interests.	Examples of pre-enrollment counseling		<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A		
		Enrollment data				
Comments						

F. COUNSELING AND PRE-C.T.E. PROGRAMS

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status
			Yes	No	
(4) If disproportionate enrollments occur, efforts must be made to ensure that counseling services and materials are not responsible. Districts and schools must take steps to ensure that any disproportionate enrollment does not result from unlawful discrimination in counseling activities. <u>Title IX: 34 CFR 106.36</u> <u>Guidelines V-B</u>	The district/school annually should identify courses with disproportionate enrollments, takes steps to identify the reason for the disproportion, and implements strategies to balance the enrollment in future years.	Examples of pre-enrollment counseling			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Enrollment data			
		Examples of revised counseling materials or activities in response to disproportionate enrollments			
	The district/school has a process in place to identify disproportionate enrollment. When disproportionate enrollment occurs, district/school assesses counseling materials and activities to make appropriate revisions or can articulate a legitimate, nondiscriminatory rationale.				
Comments					

G. SERVICES FOR STUDENTS WITH DISABILITIES

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status
			Yes	No	
<p>No qualified person with a disability may be excluded from, denied benefits of, or subjected to discrimination in any course, program, or activity. A district/school may not restrict access for students with disabilities to schools, programs, services, and activities because of architectural barriers, equipment barriers, the need for related aids and services, or the need for auxiliary aids. Section 504 and ADA Title II are based upon the premise that students with disabilities will be integrated with their nondisabled peers as much as possible. Historically, the assumption was made that persons with disabilities would not be able to function and the able-bodied should not put them in a position where they might be “uncomfortable.” However, research shows that gains made by persons with disabilities in the educational setting are enhanced when they are integrated with the appropriate aids and services. The Section 504 requirements for services for elementary and secondary disabled students are different from the requirements for services for postsecondary disabled students.</p> <p>Interviews with the following persons may clarify compliance with this standard: Superintendent, Guidance Counselors, Department Chairs, ADA and 504 Coordinators, Coordinator for Disabled Student Services, Facilities Director. In addition to interviews, a visual inspection of facilities should be conducted.</p>					
(1) No qualified person with a disability is excluded from, denied benefits of, or subjected to discrimination in any course, program, service, or activity solely on the basis of disability. <u>Section 504: 34 CFR 104.4(a)</u> <u>Title II: 28 CFR 35.130(a)</u> <u>Guidelines IV-N</u>	The agency implements policies and procedures ensuring access for students with disabilities to programs, services, and activities.	Board policy			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Student handbooks			
		Membership lists in clubs and activities			
		Procedures for selection into clubs, activities, programs			
		Criteria for admission into courses, programs, services, and activities			

G. SERVICES FOR STUDENTS WITH DISABILITIES

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status	
			Yes	No		
(2) Disabled students must not be excluded from CTE, career, or academic programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. <u>Guidelines IV-N</u>	The agency provides appropriate aids and services for students with disabilities and does not have policies that limit participation of students with disabilities.	Example(s) of equipment adapted			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A	
		Description of policy for providing aids and services				
		Description of aids and services available/provided/denied				
		List of materials/resources available for seeing or hearing impaired				
		Enrollment data by program				
		Number of disabled students denied admission				
		Student handbook/college catalog				
		Policies governing use of guide dogs, tape recorders, note takers				
		Interviews				
	Comments					

G. SERVICES FOR STUDENTS WITH DISABILITIES

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation			Status
			Yes	No	
Elementary And Secondary 504 Services					
<p>(3) A district/school that operates an elementary or secondary program or activity must provide a free, appropriate public education (FAPE) to each qualified disabled person in its jurisdiction.</p> <p>The district/school must have a system in place for the identification, evaluation and educational placement of these disabled persons.</p> <p>Placement decisions must be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation, data, and the placement options.</p> <p>The district/school must provide procedural safeguards through which parents or guardians may obtain an impartial review of the evaluation and placement actions.</p> <p><u>Section 504: 34 CFR 104.33, 35, and 36</u></p>	<p>The FAPE policies and procedures provide for the identification, evaluation, and placement of disabled persons and include procedural safeguards. Evaluation and placement records of individual students with disabilities confirm that placement decisions are fully documented and timely re-evaluations are conducted. Persons who are knowledgeable about placement options in CTE programs participate in CTE placement decisions.</p>	FAPE policies and procedures			<div><input type="checkbox"/> Compliance</div> <div><input type="checkbox"/> Noncompliance</div> <div><input type="checkbox"/> Undetermined</div> <div><input type="checkbox"/> N/A</div>
		A description or list of the materials and persons relied upon in the evaluation and placement process			
		Description of the system of procedural safeguards			
		List of persons with knowledge of CTE programs who participate in FAPE placement decisions for CTE programs			
		Section 504 plans, placement records, IEPs, and similar records of disabled students placed in CTE programs			
	Comments				

G. SERVICES FOR STUDENTS WITH DISABILITIES

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation			Status
			Yes	No	
(4) Disabled secondary students must be placed in the regular educational environment of any CTE, academic, physical education, athletic, or other school program or activity to the maximum extent appropriate to their needs with the use of <u>supplementary</u> aids and services. <u>Section 504: 34 CFR 104.34(a)(b)</u> <u>Title II: 28 CFR 35.130(d) Guidelines VI-A</u>	Students with disabilities enroll in regular academic courses to the maximum extent appropriate to their needs.	Student data			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		List of separate classes, services, activities			
		Selection/admission criteria and procedures			
		Section 504 plans, placement records, IEPs and similar records			
		Interviews			
	Comments				
Documentation and interviews indicate that students with disabilities placed in the regular educational environment of any CTE, academic, physical education, athletic, or other school programs or activities to the maximum extent appropriate to their needs, and supplementary aides and/or services are provided as appropriate.					
(5) Secondary students with disabilities are placed in a CTE program only when the 504 FAPE requirements for evaluation, placement, and procedural safeguards have been satisfied. <u>Section 504: 34 CFR 104.35(a) Guidelines VI-A</u>	The Section 504 plan, placement record or IEP reflects the group's or team's determination that the CTE program is appropriate setting for the individual student.	Sample placement records for students with disabilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Evaluation procedures			
		Placement criteria and procedures			
		Procedural safeguards			
		Interviews with parents and students			
	Comments				

(6) Course examinations or other procedures for evaluating students' academic achievements are administered in such a way that disabled students' aptitudes or achievement levels or other relevant factors are measured and not the disability. <u>Section 504: 34 CFR 104.44(c)</u> <u>Title II: 28 CFR 35.130(b)(8)</u> <u>Guidelines IV-N</u>	The agency accommodates needs of students with disabilities during testing.	Lists of modifications to tests or test administration			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Location of testing; facility accessible, auditory/lighting adequate			
		Procedures for determining need			
		Interviews			
	Comments				

H. ACCESSIBILITY

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status												
			Yes	No													
<p>District/school may not exclude students with disabilities from enjoying the benefits of its program or service because its facilities are inaccessible to or unusable by persons with disabilities.</p> <p>Interviews with the following persons may clarify compliance with this standard: superintendent, guidance counselors, department chairs, ADA and 504 Coordinators, coordinator for disabled student services, facilities director. In addition to interviews, a visual inspection of facilities should be conducted. Blueprints, construction contracts, work orders, and other facility records can be helpful for determining modifications and changes for compliance.</p> <p>Applicable accessibility standards are determined by the date the facility was constructed or last renovated by the institution:</p> <ul style="list-style-type: none"> Existing facilities/Section 504 (34 CFR, 104.22) - construction or alteration initiated before 6/4/77 - "readily accessible" New construction/Section 504 (34 CFR 104.23) - construction or alteration initiated between 6/4/77 and 1/17/91 – ANSI A117.1-1961 (R1971) New construction/Section 504 (34 CFR 104.23 - construction or alteration initiated on or after 1/18/91 - UFAS New construction/ ADA (28 CFR 35.151) - construction or alteration initiated on or after 1/27/92 - ADAAG or UFAS <p><u>List each facility reviewed with the date of construction or last renovation and the CTE programs offered therein.</u></p> <table border="0"> <thead> <tr> <th><u>(building)</u></th><th><u>(date)</u></th><th><u>(programs)</u></th></tr> </thead> <tbody> <tr> <td>_____</td><td>_____</td><td>_____</td></tr> <tr> <td>_____</td><td>_____</td><td>_____</td></tr> <tr> <td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table>						<u>(building)</u>	<u>(date)</u>	<u>(programs)</u>	_____	_____	_____	_____	_____	_____	_____	_____	_____
<u>(building)</u>	<u>(date)</u>	<u>(programs)</u>															
_____	_____	_____															
_____	_____	_____															
_____	_____	_____															

H. ACCESSIBILITY

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status		
			Yes	No			
H.1. Existing facility under 504 – Built or altered beginning June 3, 1977, or earlier							
<p>A district/school shall operate its program or activity so that when each part is viewed in its entirety, it is readily accessible to disabled persons. A district/school is not required to make each of its existing facilities or every part of a facility accessible to and usable by persons with disabilities. <u>Section 504: 34 CFR 104.22</u></p>	<ul style="list-style-type: none"> • redesign of equipment • reassignment of classes or other services to accessible buildings • assignment of aides to beneficiaries (but no carrying) • home visits • alteration of existing facilities and construction of new facilities in conformance with the requirements for new construction or • any other methods that result in making its program or activity accessible to persons with disabilities 	• Observations and measurements			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A		
		• Blueprints and plans					
		• Renovation schedules					
		• Maintenance records					
		• Work orders or contracts indicating construction start dates					
Comments							

H. ACCESSIBILITY

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation			Status
			Yes	No	
H.2. New construction under 504 – Built or altered between June 4, 1977, and January 17, 1991, inclusive					
Each facility or part of a facility constructed by, on behalf of, or for the use of a district/school is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Disabled," published by the American National Standards Institute, Inc. (ANSI A117.1-1961 (R1971) Later versions of ANSI A117.1 do not apply. <u>Section 504: 34 CFR 104.23</u> (prior to January 18, 1991 amendment)	4.1 Grading	• Observations and measurements			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	4.2 Walks	• Blueprints and plans			
	4.3 Parking lots				
	5.1 Ramps and gradients	• Renovation schedules			
	5.2 Entrances	• Maintenance records			
	5.3 Doors and doorways	• Work orders or contracts indicating construction start dates			
	5.4 Stairs				
	5.5 Floors				
	5.6 Toilet rooms				
	5.7 Water fountains				
	5.8 Public phones				
	5.9 Elevators				
	5.10 Controls				
5.11 Identification					
5.12 Warning signals					
5.13 Hazards					
Comments					

H.3. New construction under 504 – Built or altered between January 18, 1991, and January 26, 1992, inclusive
New construction under ADA Title II and 504 – Built after January 26, 1992; exercising the option to follow UFAS

<p>Each facility or part of a facility constructed by, on behalf of, or for the use of a district/school or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR subpart 101-19.6). Departures from particular technical and scoping requirements permitted where substantially equivalent or greater access to and usability of the building is provided. <u>Section 504: 34 CFR 104.23</u> <u>Title II: 28 CFR 35.151</u></p>	<p>4.1 Minimum requirements 4.2 Space allowance and reach ranges 4.3 Accessible route 4.4 Protruding objects 4.5 Ground and floor surfaces 4.6 Parking and passenger loading zones 4.7 Curb ramps 4.8 Ramps 4.9 Stairs 4.10 Elevators 4.11 Platform lifts 4.12 Windows 4.13 Doors 4.14 Entrances 4.15 Drinking fountains and water coolers 4.16 Water closets 4.17 Toilet stalls 4.18 Urinals 4.19 Lavatories and mirrors 4.20 Bathtubs 4.21 Shower stalls 4.22 Toilet rooms 4.23 Bathrooms, bathing facilities, and shower rooms 4.24 Sinks 4.25 Storage 4.26 Handrails, grab bars, tub and shower seats 4.27 Controls and operating mechanisms 4.28 Alarms 4.29 Tactile warnings 4.30 Signage</p>	<ul style="list-style-type: none"> • Observations and measurements 			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		<ul style="list-style-type: none"> • Blueprints and plans 			
		<ul style="list-style-type: none"> • Renovation schedules 			
		<ul style="list-style-type: none"> • Maintenance records 			
		<ul style="list-style-type: none"> • Work orders or contracts indicating construction start dates 			

	4.31 Phones				
	4.32 Seating, tables, and work surfaces				
	4.33 Assembly areas				
	4.34 Dwelling units				
	Other requirements				
	Comments				

H.4 New construction under ADA Title II and 504 – Built after January 26, 1992; exercising the option to follow ADAAG

<p>Each facility or part of a facility constructed by, on behalf of, or for the use of a district/school or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (ADAAG) (Appendix A to 34 CFR Part 36). Departures from particular requirements permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided. <u>Section 504: 34 CFR 104.23</u> <u>Title II: 28 CFR 35.151</u></p>	<p>4.1 Minimum requirements 4.2 Space allowance and reach ranges 4.3 Accessible route 4.4 Protruding objects 4.5 Ground and floor surfaces 4.6 Parking and passenger loading zones 4.7 Curb ramps 4.8 Ramps 4.9 Stairs 4.10 Elevators 4.11 Platform lifts (wheelchair lifts) 4.12 Windows 4.13 Doors 4.14 Entrances 4.15 Drinking fountains and water coolers 4.16 Water closets 4.17 Toilet stalls 4.18 Urinals 4.19 Lavatories and mirrors 4.20 Bathtubs 4.21 Shower stalls 4.22 Toilet rooms 4.23 Bathrooms, bathing facilities, and shower rooms 4.24 Sinks 4.25 Storage 4.26 Handrails, grab bars, tub and shower seats 4.27 Controls and operating mechanisms 4.28 Alarms 4.29 Detectable warnings 4.30 Signage 4.31 Phones</p>	<ul style="list-style-type: none"> • Observations and measurements 			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		<ul style="list-style-type: none"> • Blueprints and plans 			
		<ul style="list-style-type: none"> • Renovation schedules 			
		<ul style="list-style-type: none"> • Maintenance records 			
		<ul style="list-style-type: none"> • Work orders or contracts indicating construction start dates 			

	4.32 Fixed or built-in seating or tables				
	4.33 Assembly areas				
	4.34 Automatic teller machines				
	4.35 Dressing and fitting rooms				
	Other requirements				
	Comments				

I. COMPARABLE FACILITIES

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status
			Yes	No	
<p>Separate facilities for students with disabilities should be similar in quality and convenience to facilities for students without disabilities. Separate changing rooms, showers and other facilities for students of one sex should be similar in quality and convenience to the facilities for students of the other sex. Any separate facilities for male, female or disabled students should be located in similar proximity to the associated classrooms, shops or laboratories.</p>					
<p>(1a) If separate programs or facilities exist for <u>students with disabilities</u>, they are comparable to those for students without disabilities.</p> <p>(1b) If separate programs or facilities exist for <u>LEP students</u>, they are comparable to those students who are fully proficient in English</p> <p><u>Section 504: 34 CFR 104.34(c)</u> <u>Guidelines VI-A</u></p>	<p>Facilities are comparable.</p> <p>Programs are comparable.</p> <p>Services are comparable.</p>	Review of facilities			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Comparison of programs and services offered to both students with disabilities and students without disabilities			
		Comparisons of facilities for male and females			
		Comments			

I. COMPARABLE FACILITIES

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status
			Yes	No	
<p>(2) Changing rooms, showers, and other facilities for students of one sex are comparable to those provided to students of the other sex.</p> <p>(3) Changing rooms, showers, and other facilities for students with disabilities are comparable to those provided to students without disabilities.</p> <p><u>Title IX: 34 CFR 106.33</u></p> <p><u>Section 504: 34 CFR 104.4(b)(ii)</u></p> <p><u>Guidelines VI-D</u></p>	<p>Locker rooms have approximately the same space and amenities for both males and females.</p> <p>If there is disparity, the institution provides a legitimate, nondiscriminatory rationale.</p>	Visual examination of the facilities			<div><input type="checkbox"/> Compliance</div> <div><input type="checkbox"/> Noncompliance</div> <div><input type="checkbox"/> Undetermined</div> <div><input type="checkbox"/> N/A</div>
		Interviews with students			
		Interviews with staff			
Comments					

J. WORK BASED LEARNING EDUCATION, JOB PLACEMENT, AND APPRENTICE TRAINING

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status	
		Yes	No		
An agency not only has the responsibility to provide its services in a nondiscriminatory manner, but it also has the responsibility not to foster discrimination by businesses that provide employment or workplace learning sites. To be a partner in that discrimination is illegal. Assignments cannot be made or withheld in such programs simply because of the sex, race, national origin, or disability of the student. It is also illegal to cooperate with an employer that requests students on the basis of sex, race, color, national origin or disability status. It is recommended that agencies have written agreements whereby the cooperating worksite confirms that they will not discriminate and that they understand the school or college will not work with any business that does. It is necessary to review these written agreements, the assignments of students presently in such programs and the placement process to see whether any such patterns exist.					
(1) Opportunities in work study, cooperative education, and job placement programs are available to all students regardless of race, color, national origin, sex, or disability. <u>Title VI: 34 CFR 100.3(b)</u> <u>Title IX: 34 CFR 106.31(d)</u> <u>Section 504: 34 CFR 104.4(b)</u> <u>Guidelines VII-A</u>	Students in the work-study, cooperative education and job placement programs are representative of the demographics of the school or program.	Review of enrollment data in the work-study, cooperative education, and job placement programs			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Interviews with students			
		Interviews with staff			
	If there is disparity, the institution provides a legitimate, nondiscriminatory rationale.				
Comment					

J. WORK BASED LEARNING EDUCATION, JOB PLACEMENT, AND APPRENTICE TRAINING

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status		
			Yes	No			
(2) A district/school that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay. <u>Title VI: 34 CFR 100.3(b)</u> <u>Title IX: 34 CFR 106.38</u> <u>Section 504: 34 CFR 104.46(b)</u> <u>Guidelines VII-A</u>	Workplace agreements contain an assurance of nondiscrimination that is signed by both the employer and the agency. The district/school keeps records of employment practices of partnering employers. The district/school does not honor any employer's requests for students who are free of disabilities or for students of a particular race, color, national origin, or sex.	Review of workplace assignments, hours of work, and job assignments			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A		
		Interviews with students					
		Interviews with staff					
Comment							

K. APPRENTICESHIP TRAINING PROGRAM

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status					
		Yes	No						
In the same way that an employer may not discriminate and the educational agency may not work with any that do discriminate, it also has the responsibility to ensure that entities sponsoring apprenticeship programs such as unions do not discriminate. To be a partner in that discrimination is illegal. Assignments cannot be made or withheld in an apprenticeship program simply because of the sex, race, color, national origin, or disability of the student. A written agreement is recommended whereby the apprenticeship program indicates it will not discriminate on these bases. It is necessary to review apprenticeship assurance forms, the assignments of students presently in such programs and the placement process to see whether any such patterns exist.									
(1) Schools may not enter into an agreement for the provision or support of apprentice training for students or union members with any labor union or other sponsor that discriminates against its members or applicants on the basis of race, color, national origin, sex, or disability. <u>Title VI: 34 CFR 100.3(c)</u> <u>Title IX: 34 CFR 106.31(d)</u> <u>Section 504: 34 CFR 104.11(a)(4)</u> <u>Guidelines VII-A</u>	Verification that staff understands this requirement is apparent.	Policy or written procedure			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A				
		Interview with students							
	Verification that the staff has not honored any request is apparent.	Interview with staff							
		Interview with sponsors of apprenticeship programs							
	The district/school keeps records of employment practices or partnering employers.								
Comment									
(2) A written agreement between the institution and the labor union or other sponsor includes an assurance of nondiscrimination on the basis of race, color, national origin, sex, or disability. <u>Guidelines VII-A</u>	The written agreement(s) between apprenticeship program(s) and the agency contains the nondiscrimination statement that is signed by both parties.	Review of the written agreement			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A				
Comment									

L. EMPLOYMENT

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation	Yes	No	Status
Districts and schools are prohibited from engaging in any employment practice that discriminates against any employee or applicant for employment on the basis of sex, disability, race, color, or national origin. Specific issues include employment policies, recruitment and selection matters, salary establishment and administration, reasonable accommodation, and overcoming the effects of past discrimination.					
Suggested persons to interview include: superintendent, principals, personnel director/human resources director/human director, recruiters or personnel staffing specialists, affirmative action officer, top managers, members of recruitment and selection teams or committees, recent hires, union officers or negotiators, and/or staff members who are members of protected groups.					
(1) Districts and schools may not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of sex or disability. Districts and schools may not engage in any employment practice that discriminates on the basis of race, color, or national origin if such discrimination tends to result in segregation, exclusion, or other discrimination against students. Districts and schools may not make pre-employment inquires concerning disability, marital, or parental status. <u>Title VI: 34 CFR 100.3(c)</u> <u>Title IX: 34 CFR 106.51, 106.57, and 106.60</u> <u>Section 504: 34 CFR 104.13 and 104.14</u> <u>Guidelines VIII-A</u>	The district/school's employment practices are conducted without regard to race, color, national origin, sex, or disability of applicants or employees. The application forms and materials are free from prohibited questions concerning disability or marital or parental status.	Employment practices documents including:			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		hiring policies and procedures			
		advancement policies and procedures			
		employee handbooks			
		application materials and forms			
		screening committee policies and procedures			
		rating systems			
		job announcements			
		recruitment policies			
	Comments				

L. EMPLOYMENT

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation	Yes	No	Status
(2) The district/school must notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or disability. <u>Guidelines VIII-B</u>	The local agency notifies its sources of faculty that it does not discriminate on the basis of race, color, national origin, sex, or disability.	Application form for employment			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Vacancy announcements and advertisements			
		Recruitment letters or contacts			
		Personnel web site and other related recruitment documents			
		Published nondiscrimination statement in newspapers, student handbooks, other college materials			
		Comments			

<p>(3) The district/school should establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability. <u>Title IX: 34 CFR 106.54</u> <u>Section 504: 34 CFR 104.11 and 12</u> <u>Guidelines VIII-D</u></p>	<p>Faculty salary scales and policy are based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability.</p> <p>Faculty assignment patterns are nondiscriminatory on the basis of race, color, national origin, sex, or disability.</p> <p>Non-faculty salary administration is based upon the conditions of employment without regard to race, color, national origin, sex, or disability.</p>	Faculty salary schedules and related policies			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Faculty assignment information by race/ethnic group, sex, and disabled staff			
		A non-faculty classification/compensation system is in place that evaluates jobs and places them in appropriate salary ranges according to working conditions and levels of employment responsibility			
	Comments				
<p>(4) Districts and schools must provide equal employment opportunities for teaching and administrative positions to disabled applicants who can perform the essential functions of the positions and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship. <u>Section 504: 34 CFR 104.12</u> <u>Guidelines VIII-E</u></p>	<p>The district/school's employment policies do not unlawfully discriminate against the disabled.</p> <p>Disabled persons are employed in teaching and administrative positions and are not treated differently in promotion and tenure decisions.</p>	Number of disabled staff			<input type="checkbox"/> Compliance <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Copies/description of policies, procedures, and criteria considered for hiring, promotion, retention, and tenure including professional and non-professional applications			
	Comments				